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Preventing Bullying Through the Use of Literature in the ESL Classroom

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Trabajo de Fin de Máster

Preventing Bullying Through the Use of Literature in the ESL Classroom

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ABSTRACT

Despite the protocols created by official institutions to avert bullying in schools, Spain maintains a relatively high number of victims. In addition, the majority of teachers do not feel prepared to address the problem with their students. However, experts claim that the best course of action is prevention. Accordingly, the proposal presented in this paper follows a line of investigation that finds introducing value teaching in the ESL classroom very beneficial. Moreover, it also pursues a similar methodology to some research work done in other subjects by using literature to teach students about these harassment situations and prevent them from happening. Furthermore, this project works as a solution to the difficulties there are to finding new cross-curricular content for the ESL classroom while using content-based activities that motivate students to participate in class and promote language learning while improving their English skills.

Keywords: bullying prevention, moral values, literature, movie adaptations, content-based instruction.

RESUMEN

A pesar de los protocolos creados por las instituciones para evitar el acoso en las escuelas, España mantiene un número relativamente elevado de víctimas. Además, la mayoría de los profesores no se sienten preparados para abordar el problema con sus alumnos. Sin embargo, los expertos afirman que la mejor medida es la prevención. En consecuencia, la propuesta presentada en este trabajo sigue una línea de investigación que considera muy beneficiosa la introducción de la enseñanza de valores en el aula de ESL. Debido a esto, aplica una metodología que utiliza la literatura para educar a los estudiantes sobre estas situaciones de acoso y evitar que ocurran. Este proyecto también remedia las dificultades que existen para encontrar nuevos contenidos transversales que introducir en el aula de ESL a través de actividades basadas en el contenido que motivan a los estudiantes a participar en clase y promueven el aprendizaje de la lengua inglesa.

Palabras clave: prevención del acoso escolar, valores, literatura, adaptaciones cinematográficas, instrucción basada en contenidos.

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1. INTRODUCTION AND JUSTIFICATION

Traditionally, education was seen as a process in which the educator played the dominant role and the student listened and received the information to acquire academic knowledge. The sole purpose of the system was to educate students to learn curricular contents. However, nowadays, education is seen as a more flexible process in which all agents involved in the teaching-learning process interact so that knowledge can be mutually constructed, and not as a one-sided job. Students obtain their own conclusions with the help of the teacher, who works as a facilitator in this environment. Nevertheless, even though education is a subject matter that has evolved through time and goes beyond learning academically by trying to prevent students from acquiring poor values, it seems that the current system should give more emphasis to aspects like building up self-esteem and confidence in students.

Regardless of the amount of people that see education in schools as a simple process in which students acquire knowledge and skills that would help them in their professional future, it should involve more than that. Moral values should work hand in hand with academics.

Some will argue that values should not be taught at school and that parents are the only ones capable and in charge of their children's education, but teaching students about moral values should be a key aspect in teachers' roles, especially in 'difficult' stages like the beginning of adolescence. It is obvious that parents play a major role in instilling moral values to their children, but teachers are usually the second role model in their lives, and they should be considered as a crucial influence in the children's education process regarding morals.

In addition to this, in the Spanish Educational law, values are one of the crucial factors to our educative system. In fact, we can find a lot of references to ethics and morals in the law. According to LOMCE (2013), our educative system is configured by social values that we all have to know and respect like equality between men and women, justice, tolerance, and equity, etc. Moreover, the educative law establishes that there are also some individual values that students should develop through the years like freedom, personal responsibility, prevention of violence, critical sense, creativity, and a healthy lifestyle, among others.

Teaching moral values to students is a task closely linked with teaching them solidarity, responsibility and how to be capable of facing cultural and social problems from today and the future. These types of values give students the possibility to learn and know how to live with others and work with them to build a better future with respect for each other and less prejudices. Not promoting them has consequences like the cases of bullying that keep happening.

These types of problems are very common nowadays and one of the most efficient ways of wiping out these horrifying situations is to prevent them from happening. Even though teachers are not always aware of these problems in their classrooms, there is always something that can be said or done before it is too late.

This is the reason why this paper's aim is to find a way to solve this. The principal idea is to introduce prevention and moral value teaching in the English classroom as a cross-curricular element that adds up to the students learning process. However, to do this we are going to include English literature in the subject because, although it is rarely worked with at school these days, it is a very important part of learning a second language and can help students improve their linguistic skills and values. This way, literature can be an asset because, apart from giving students the opportunity to engage in reading, it can be a great chance for them to empathise and know how words and opinions can destroy someone's spirit and show them the importance of treating each other well.

For this purpose, students will read an adaptation of *Wonder* by R.J. Palacio and some extracts from the original version. This novel will give them the possibility to work on aspects like friendship, family, bullying, kindness and trust through activities that immerse them in the English language through reading, watching videos, expressing their opinions and learning new vocabulary.

This paper is going to be divided in six different sections. First of all, we will focus on the general objectives that are intended for students to develop when participating in this proposal. Then, a review on the literature that has been considered in the planning of the didactic proposal will be presented. This review of previous works helps clarify why it is necessary to introduce emphasis in value

teaching and why the English subject is the perfect environment to do it. After that, we will describe some works related to the current issue done to date.

The following section is devoted to the didactic proposal and includes relevant information on the participants, methodology, activities, assessment, etc. involved in it. Finally, we will discuss the advantages and limitations of this proposal and present the main conclusions derived from it.

2. OBJECTIVES

The aim of this proposal is twofold. On the one hand, this proposal is intended for students to improve their linguistic skills through different activities inspired in an adaptation of a book they are going to be reading. And, on the other hand, the project is also meant to raise awareness in the students' minds so that they know that acceptance and respect for their classmates is something of great importance. If they internalise this, it would be easier to prevent any bullying or harassment from happening.

To achieve these objectives, I have created a proposal based on reading a book adaptation at home so that later, students can work in class by reading some extracts from the original novel thoroughly to have a deep understanding of the topic and be able to participate with their classmates in a series of activities. The activities will be designed having in mind the objectives established by the Spanish Educational Law for this specific stage and subject. Taking into account the design and planification of my proposal, I would like to highlight the following ones:

- Develop a love for literature and reading and recognising its value to learn new things.
- Empathise with others and with themselves while reading the book and stimulate kindness between students by raising awareness among them about the consequences of some situations that can occur inside and outside the school.
- Understand bullying situations and know how they can help prevent them.
- Reflect on their relationship with others and know how to work conjointly.
- Identify emotions within themselves and understand how others may act according to their emotions.
- Increase their motivation for the subject through different activities related with their daily lives.
- Work on the different skills to foster their linguistic knowledge.
- Promote critical thinking through activities that will help them use the English language with more fluency and accuracy.
- Use the English language to solve conflicts.

- Motivate them to use English through reading books or watching movies.
- Improve their English skills by working on activities that will be eye-catching and interesting for them.

3. THEORETICAL FRAMEWORK:

3.1 Teaching values in the ESL classroom

Rosales López (2015: 153) claims that the development of cross-curricular topics represents a responsibility for all teachers, but specially for the tutor of each group of students in secondary education. At the secondary level, each tutor must devote one hour per week to mentoring activities and this time has been generally used to address cross-curricular issues within the tutorial action plan. Besides, with the recent educational law (LOMCE, 2013) a new subject was created to cover these topics: *Educación en valores*. However, this subject is an elective subject and not all students choose to benefit from it.

On the other hand, the 11th article in LOMCE (2013) states that cross-curricular topics must be worked in all subjects. This article establishes that the educative administrations must foster the development of values promoting effective equality between boys and girls and the prevention of gender-based violence, and of the values inherent in the principle of equal treatment and non-discrimination on the basis of any personal or social condition or circumstance.

Nevertheless, many teachers today and, especially in secondary education, feel overwhelmed by the need to impart a considerable amount of content corresponding to their subjects in a space of time that they consider short or insufficient. For them, the introduction of new topics, which are sometimes considered not to be related to their subject, is an overload difficult to assume. However, it seems necessary to make them see, in some way, the possible positive effects of an implicit treatment of the cross-curricular topics through the contents of their own subjects. It is necessary to emphasize that no request is made for the addition of new contents, but a qualitative modification of those already being developed in a conventional way. These topics can be used in all subjects to treat upcoming or universal events to stimulate motivation of students (Rosales López, 2015: 153). In the ESL classroom, for example, the teacher has the ability to use reading comprehension, audio-visual or computer media to include these aspects in a way that it does not result in a detriment of the linguistic learning but an inclusion of topics in language teaching. This way students will improve their skills in the second language, but they will also learn to appreciate others, be environmentally conscious or understand other ways of living.

It also seems obvious to state that ESL teaching already includes a correlation between two different languages, hence, two different cultures. What is more, values are correlative to culture and that is why the English classroom is already a space that promotes the discussion of different cultural and moral issues within the cultures studied by students. For example, Johnson (2003: 14) claims that ESL teaching is closely related with values because it involves human relations and students can question human values; it involves an effort to change people and a cultural comparison. And, at the same time, students can learn values different from their own.

Besides, according to a study carried out by Jiménez Catalán (1998: 29-39) some years ago, English textbooks already included cross-curricular topics like healthy eating or equality. The textbooks incorporated activities where these topics were implicitly treated but they also included images where household chores were equally distributed between men and women and there were cultural differences between the people that appeared in them. Even though there have been a lot of changes since this time, the textbooks used have not changed much. In rare cases, cross-curricular activities have been included two or three times as a central topic in the units of the English textbooks but, most of the times, they serve as an excuse to learn linguistic aspects and not as a way to discuss them with students. They usually are relegated to the background.

Almost contrarily, we can highlight a teaching approach based on introducing other contents in the ESL classroom with the aim of teaching languages: the content-based language instruction. In this type of teaching, educators use content topic instead of grammar rules or vocabulary lists. The proposal for this approach is characterised by the use of authentic texts, the utilization of the second language to evaluate new information, and the correspondence of the contents to the needs of the students (Dueñas, 2004: 75). This methodology, with origin in the early 1990's, is the perfect approach for the introduction of moral values in the ESL classroom. However, it may be a bit utopian to think that this could be carried out in Spanish a classroom because the teaching approach is focused, mostly, on contents established by the law.

Moreover, there are a lot of authors who support the change of perspective and believe that "language is not simply a means of expression or

communication; rather, it is a practice that constructs, and is constructed by, the ways language learners understand themselves, their social surroundings, their histories, and their possibilities for the future” (Norton and Toohey, 2004:1). And because of that, Pessoa and Freitas (2012) claim that “language classrooms should be places of genuine interaction and critical awareness of moral issues for students to reconstruct their moral identities” (as cited in Sidhu et al., 2018: 113). In fact, Pennycook (1990: 21) argues that a shift of focus in English language teaching is necessary to give students “an understanding of how language is socially constructed and how it produces change”. Because, like Baladi (2007) states, even though teaching English has always been viewed as a practical mean for communication with few moral implications, nowadays, we have realized that teaching English also involves moral, ethical, social, and political implications (as cited in Sidhu et al., 2018: 113).

3.2 Literature in the ESL classroom

During a long period of time, literary texts were excluded from the English classroom in methodologies that were used by teachers from the 1950's to the 1990's decade. In this section of the paper, we will address how literature was introduced little by little in the classroom and how its role is becoming essential in students' second language learning.

According to Albadalejo (2007:2), during the 1950's the methodology that still prevailed was the grammatical one and, according to her, it boasted about making an intensive use of literature. Literature was thought to be the centre of language teaching through translation and memorisation of grammatical rules and imitation of the language. However, this method did not exploit all its capacities. Students did not have access to a great variety of literary texts to develop their skills and they were limited to reading the assigned materials. According to Hummel (2014: 108), the focus of the grammar-translation method was on memorizing grammatical rules and vocabulary lists. Moreover, they used literary texts to translate them from the target language into the L1 and vice versa. Students used classical works such as Virgil and they tried to decipher them and translate them into their native language. This methodology was used to teach Latin and Greek to students and it widespread to other languages like English or

French. Hence, this method did not focus on the importance of teaching students to comprehend what they were reading but on looking for fixed structures that will allow them to translate sentences. Literature was used as a vehicle to memorize grammar structures and vocabulary and not as a resource to comprehend the foreign language.

The very first years of the 1960's decade were focused on breaking away from this classical method and using linguistic criteria to give language teaching a greater scope. However, this new method, despite being distant from grammar translation, did not use literature as a tool in the classroom either. According to Albadalejo (2007:3), literature could be seen as a methodological obstacle because of its difficulty. Moreover, Mota de Cabrera (2006: 58) states that, according to specialists of that period, it was the phonetic skill the one that should be the base of the linguistic studies. For them, it was obvious that oral expression should have prevalence to written expression. Because of this, students were focused on developing skills that will help them understand oral messages and engage in conversations using the second language.

In the 1970s, a new methodology focused on notional functional programs appeared. Its main objective was the innovation of the organization and description of the contents as an alternative to grammatical programs (Albadalejo, 2007: 3). This methodology did not give literature a second thought and, unfortunately, it continued to play a secondary role being excluded from the new didactic programs.

In the 1980s, the so-called "communicative approach" began its journey, favouring communication and related skills, continuing with the exclusion of literary texts in favour of the use of texts created for the teaching of languages containing, according to the general idea, more practical and communicative aspects of the language. Citing the words of Maley & Duff (in Albadalejo, 2007:4), the literary language is seen as a form of language essentially written and far removed from the expressions used in the daily communication.

Finally, in the 1990s several teaching approaches and methodologies coexisted, and Albadalejo notes that in this era the use of literature for teaching purposes in the foreign language class represents a current affair at the time

(2007:4). Literature stops being considered a material that prevents language acquisition from happening and is seen as a resource that permits the acquisition of knowledge.

Nowadays, literature has more importance as an instrument of teaching and not only because of its effectiveness and functionality as a tool for the acquisition and development of different language skills, but also as a means of expanding cultural and social aspects in students.

However, despite literature being used as a resource in the classroom, there are still some educators who feel as though literature should not be a focus in their classroom. They think that it is important to teach students how to communicate but reading and writing should be a secondary skill for them.

This is one of the reasons why the aim of this paper is giving literature a central role in the learning process. Because, even though some may think literature does not really help students, it is obvious that they can acquire language as they read. It works similarly to when they get introduced to watching TV and movies with subtitles or in their original versions. Exposing them to language used in its own context, helps them enhance language learning.

In fact, as stated by de Caleyá Dalmau et al. (2012: 219), using literature in the English classroom works as an authentic material with which students can begin to cope with a language that is intended for native speakers and, that way, they can gain familiarity with different forms, uses and conventions of the second language. Besides, “literature has the potential of serving as the central focus of the unit of study in the classroom. A number of different activities of the four basic language skills may be developed around the reading of a literary work”.

Related with this is Shang’s idea (Khatib et al. 2011: 203) of the benefits of using literature as a resource to enhance the four different skills in the second language. According to this author, there are various ways for students to use literature. For example, it can be used to set a solid ground to practice writing. Students can write the end of the story or write it in the point of view of another character. For speaking purposes, students can reflect and critically discuss events of the novel they are reading. Moreover, they can also work on their comprehension skills if the teacher uses the audio version of the novel or a clip

of the movie adaptation. This way, they can also work on pronunciation and intonation of different words or sentences. Lastly, literature can be also used as a reading material that students can work on to improve their comprehension skills and to learn how to scan a text to find the main ideas.

Therefore, the benefits of learning to use literature to improve language skills are very comprehensive and can help achieve the objectives set out in the curriculum.

3.2.1 Movie adaptations in the ESL classroom

It seems clear that literature use in the ESL classroom brings benefits to students learning at all levels, but in Secondary Education, it is not common for students to work with original novels or literary texts, but graded readers adapted to their level. In most cases, these graded readers are simplified versions of the original novels that are classified according to the quantity of new vocabulary or the syntactic difficulty (Hill, 1997:7).

This type of literature has been frequently analysed but there is still no certainty about the value of the material they present. Some critics question the quality of these adaptations and doubt that they have actual literary quality. Indeed, some state that even though the storyline is hardly changed, the rest of the novel turns out to be lost (Collie & Slater, 1987:14).

Moreover, Fernández (2008: 1969) claims that these readings are only focused in the acquisition of linguistic aspects like lexicon and grammar, but they hardly ever pay attention to the evaluation of features like learning of cultural aspects or the development of the students' oral skills.

Because of all these difficulties, Garipova (2014: 87) proposes the use of movie adaptations as a way to solve the disadvantages of having to use graded novels. This author states that there are a lot of advantages to introducing film adaptations to the ESL classroom. For example, the motivation factor for students and the development of an analytical competence for literature and cinematography. She also highlights that Davies (2003: 3), thinks that films serve as a catalyst "for class discussions; it offers new insights on the reciprocal

relationship; it produces satisfaction and enjoyment; eliminates wavelength problems; studying literature through film can be fun”.

Besides, Garipova (2014: 87) claims that the complementation of a reading with a movie can promote the development of almost all the competences established by LOMCE (2013). It can help develop linguistic communication and acquire skills to listen and speak in the second language. It can also help promote the learning to learn competence because it helps students interpret and represent reality but also express and analyse emotions. Considering the social and civic competences, movies are also a resource to promote interaction with English speakers through discussions or debates. And, finally, it is also related with the artistic and cultural competence because it introduces students to original cultural manifestations in the English language.

Furthermore, Kaboocha (2016: 249) states that various authors claim that the introduction of films in the language learning procedure can be essential to stimulate the four different language skills. In other words, movies teach students how they can use gestures, pauses and actions to understand the characters' dialogues so they can introduce these paralinguistic features to their own communicative exchanges. Besides, they can also enhance memory and recovery of information for listening and reading activities and, help in developing writing skills because they provide clues and assist in comprehension and production of output in the second language.

3.3 Literature as a prevention method

According to Jiménez et al. (2015: 72), reading facilitates the integrative vision of education, fitting perfectly into the current conceptualization of educating and educating in society. Books present other scenarios, situations, contexts, and people that do not differ significantly from our own reality (Jiménez and Rubio, 2014: 314). Literary works pose different social and cultural conflicts, which allow the reader to understand that others before them went through similar situations, triggering an activation that can help to know, understand and/or cope with one's own conflicts. Reading can participate in promoting and forming values of coexistence, contributing to a positive response to problems of exclusion and bad adjustment, as an important tool for social intervention (Jiménez and Rubio,

2010). Therefore, it can also constitute an appropriate tool to work on the prevention of harassment.

There are various scholars who have been experimenting with several forms of art and literature to prove if they can prevent bullying. In 2007, Hoster published a thematic selection of albums for nonviolence education, including different manifestations of violent behaviour. Later, Cuperman used his commentaries of reading albums, with children from 9 to 12 years old. His aim was to learn children's reactions according to their role in the harassment processes at school. This author claims that books became channels for making various aspects about bullying visible and that, through reading, pupils were aware of the school bullying and the inappropriate relations of coexistence between them. According to this author, the reactions from both aggressors and aggressed was noteworthy. The aggressors failed to establish empathy with the victim of the story. Their reaction was critical about the behaviour of the aggressed and denied the victim's suffering. However, victims and observers did take a critical stand against the harassment (Jiménez and Rubio, 2014: 316).

On the other hand, Jiménez and Rubio (2014) carried out a study to investigate if literature could actually prevent bullying. Their research was carried out with 92 students from the 2nd year of ESO, among 13 and 14, from a public secondary school. As material, they used an album called *nombres robados*. The book was selected to work on the knowledge and detection of bullying from exclusion situations. The activities were aimed at analysing the characters, their behaviour, conflict situations and their resolution, emotional consequences, and developed feelings. Students were also asked to identify themselves with the story and imagine what they would do. Their study reached the following conclusion: The results obtained confirmation that reading the book allowed an awaken dialogue and the recognition of emotions, attitudes and values related to the relationships they have with their peers. Transferring the experience to a fictional character allowed them to analyse it and speak about the problem. In short, reading made easier for them to understand harassment, a complex problem in which they feel involved.

They also stated that it is certainly appropriate to work with teenagers on this phenomenon of harassment so that they are not afraid to speak up and in order

for them to become aware of their responsibility in these situations. Adolescence is a cognitive moment of special relevance for questioning models and social expectations and developing the capacity for introspection and the need for self-knowledge.

As another example, we can talk about how this vision was carried out to create an anti-bullying program in Wood Oaks Junior High School, Northbrook, Illinois. The project consisted in introducing young adult literature and other components to combat bullying. Hillsberg and Spak (2006: 23) state that this program was created because in 2001, the Journal of the American Medical Association reported that almost one-third of students between the ages of 11 and 18 had experienced some form of bullying while in school. These statistics, coupled with concerns over school violence, caught the attention of both parents and educators and they decided to search for a solution.

According to Keene & Zimmerman, “developmentally appropriate literature that addresses the topic of bullying is a critical component of a program to combat this problem”. Using literature that is relevant to students’ lives will help them connect with what they are reading so that they connect to the literature, identify with the protagonist, and relate the theme to their own experiences. In this way, they will achieve a higher level of comprehension. (Keene & Zimmerman, 1997: 55). Pikas (1989) states that:

This increased understanding of the text can lead to changes in affect and behaviour. If the literature deals with the terrible consequences of bullying, it could help the victim and the bully. The victim may derive comfort or coping strategies from reading about another in a similar situation. In addition, the bully might begin to identify with a fictional victim, leading to empathy and the possibility for change (as cited in Hillsberg and Spak (2006: 25).

3.4 Bullying in high school

Bullying represents a severe problem in high schools all over the world and, each year there is an increase on the number of teenagers that go through it. Besides, the consequences to these situations can cause drastic changes in the physical

and mental development that adolescents are experimenting during this difficult stage of their lives. In this section, this topic will be analysed thoroughly

3.4.1 What is bullying?

According to the *Real Academia Española* (2020a), in the *Diccionario Jurídico*, the concept of bullying is defined in the following way: "Behaviour contrary to the identity of the pupil in relation to his race, colour, nationality, disability, religion, sexual orientation or any other circumstance". According to the definition given by the *Real Academia Española* in the *Diccionario de la Lengua Española* (2020b), bullying is defined as: "In schools, bullying by one or more pupils towards another in order to denigrate and humiliate him towards others." As claimed by these two definitions, we can assume that bullying in schools is bullying among pupils to denigrate them on grounds of ethnicity, disability, sexual orientation, etc. However, these two definitions do not give any information regarding what should be considered bullying and what actions cannot be taken as harassment.

On the other hand, Sanmartín (2007: 13) defines bullying as a kind of torture, methodical and systematic, into which the aggressor plunges the victim, often with the silence, indifference, or complicity of other companions.

A more complete definition of bullying is given by Simoes de Sousa and Hernández Armentia (2014: 24). For them, bullying is an aggressive and intentional behaviour that is repeated throughout time and in which there is an unequal situation between the aggressor and the aggrieved. Bullying can occur through different forms of violence such as verbal, psychological, virtual, and physical violence. This type of violence can happen to women and men alike and involves suffering from the aggrieved and enjoyment for the aggressor. This means that there is not one type of bullying, there are several forms of it, and it is necessary to establish some ground rules that would help us identify the cases and treat each one with its individual characteristics.

According to Diaz-Aguado (2004: 5-10), there are four well-defined characteristics that increase and differentiate the severity of the bullying:

1. It is not an isolated harassment; its repetition is prolonged in time and can be considered a repetitive action of a more serious nature.

2. There is a situation of inequality between the harasser and the victim. The latter acts as the helpless character, while the aggressor is usually supported by a group.

3. The passivity of the intervention and the ignorance of the situation act as behaviours that try to hide the phenomenon, since there is no direct intervention between the participants.

4. It usually involves different types of behaviours. Commonly, it starts with aggression of a social and verbal nature and then includes coercion and physical aggression (as quoted in Hernández Vásquez & Saravia, 2016: 34-35).

In all bullying situations, even though they are different, there is another crucial factor that is common. This key factor is the group of participants in the situation. There is always a victim or person, who suffers from bullying; the aggressor or aggressors, who perpetrate the bullying; and the bystanders, who are aware of the situation but do not report it and, hence, tolerate it.

The importance of responding to a case of bullying in schools lies in its multiple consequences: low school performance, psychosomatic symptoms, suicidal thoughts, reduced self-esteem, and self-concept, aggressive or violent behaviour, sleep loss, psychological distress, etc. (Cepeda-Cuervo & Caicedo, 2008: 3-4). Negative effects have also been reported in work, family, and social situations, since the student is considered "an easy prey" for future abuses (Piñuel y Oñate, 2005: 6).

3.4.2 Bullying in Spain

According to Amnesty International (2019), in Spain, there are thousands of bullying cases that are not documented because there is not enough data about them. This results in inadequate training and deficiency in accountability.

It is true that attitude from teachers is key to fight against this social problem but, despite their positive reception of the politics, laws and prevention plans created to prevent and address this problem in schools, there are important gaps that remain to be filled in order to ensure that students' rights are respected and protected in schools. The Strategic Plan for School Coexistence has not been fully implemented. Most of the cases of bullying identified in a preliminary manner by the Ministry of Education have not been reported to the educational

inspectorate. Forms of non-physical bullying, such as insults, harassment, and social exclusion, often go unnoticed and are not documented officially. Official estimates, though they exist, do not capture the full extent of bullying, and do not provide disaggregated data by sexual orientation, gender identity, ethnicity, socio-economic status, or other potential grounds for discrimination. And although teachers are offered formative courses on bullying in schools, these are not compulsory, and teachers do not always find them useful in identifying possible cases of harassment in the classroom.

Faced with this deplorable situation in our country, Amnesty International (2019) recommends for education councils in Autonomous Communities to collect quantitative data and to monitor and identify risk factors, as well as make training mandatory for teachers in areas related to school coexistence, gender, cultural diversity and information and communication technologies relevant to cyberbullying. Moreover, the organisation insists that schools and teachers must ensure that students and parents know about the bullying protocol, the Ministry of Education's hotline, and any other mechanism for reporting cases of harassment. In addition, they must inform the authorities of all possible cases of harassment, ensuring that all teachers receive appropriate training to identify and address these cases, and foster a school culture of respect, diversity, and equality.

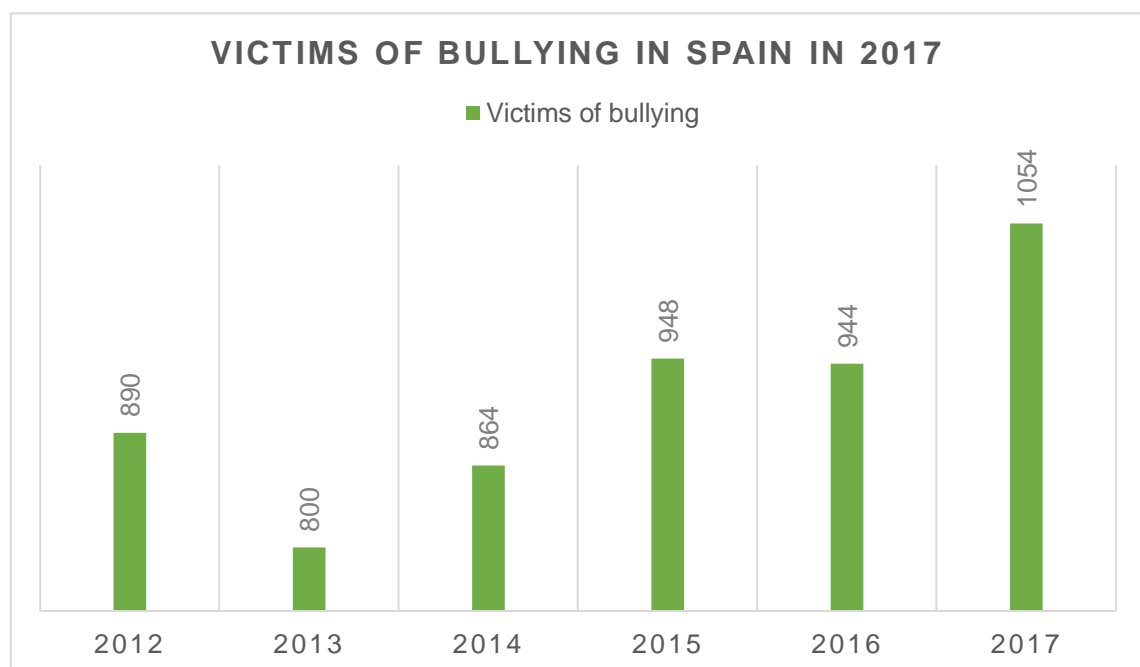
3.4.3 Data on bullying

According to Amnesty International (2019), a Health Behaviour in School-aged Children study (2016) states that, despite having a lower rate of victimization in Spain than in most European countries, 7.5 per cent of boys and 4.3 per cent of girls were victims of bullying in Spain in 2014, the last year for which data is available. However, cyberbullying is increasing at a rapid rate.

The National Institute of Statistics (INE, 2017) claims that 45.2 per cent of 11-year-old boys and girls, 75 per cent of 12-year-olds and 92% of 14-year-olds have mobile phones. Consequently, cyberbullying was perceived as a menace by parents and teachers with whom Amnesty International spoke. On the contrary, children and adolescents did not spontaneously identify it as a primary concern.

Nevertheless, bullying is a primary concern for teachers, school psychologists, counsellors, and headmasters. Most of them declared that despite society, public institutions and regional ministries of education paying more attention than ever to this problem, it is not enough.

In fact, according to EPData (2019), a total of 1,054 cases of bullying were reported in 2017 in Spain according to data gathered by the national police, civil guards and the local police, which means that there had been an increase of 11.56% compared to the previous year. This data, represented in the graphic below, comes from a written reply from the Government to the socialist deputy Antonio Hurtado on the 27th September of 2018 and corresponds to the whole country, except the Basque Country and Catalonia, which do not offer figures.



Graphic 1. Victims of bullying in Spain in 2017. EPData (2019)

On the other hand, the Health Behaviour in School-aged Children or HBSC (Moreno et al., 2019), conducted a study in 2018 which results give us a glimpse of the bullying situation a year later. In the study, students are asked questions related to health, one of them being if they suffered from bullying, shown in the following table:

	Total		Gender		Age group			
			Boy	Girl	11-12	13-14	15-16	17-18
	Sample	%	%	%	%	%	%	%
Never	34779	87.8	86.6	89.0	84.4	86.1	88.7	92.6
Once or twice	3331	8.4	9.0	7.8	10.5	9.8	8.1	5.0
Two or three times	532	1.3	1.5	1.2	1.9	1.6	1.1	0.8
About once per week	341	0.9	0.9	0.8	1.3	0.8	0.8	0.6
Several times per week	616	1.6	1.9	1.2	2.0	1.7	1.4	1.1

Table 1. Percentage of victims of bullying during the last two months (age groups). Moreno et al. (2019)

The percentage of teenagers who report having been abused in the last two months is higher in boys (13.4%) than in girls (11.0%). In addition, as shown in the table below, this percentage registers an age-related reduction from 15.6% at 11-12 years to 7.4% in the 17-18 age group and with percentages of 13.9% and 11.3% in the 13-14 and 15-16 age groups, respectively. However, we must consider that this percentage could be higher because some of them can evade being truthful if they do not want anyone to know about their situation.

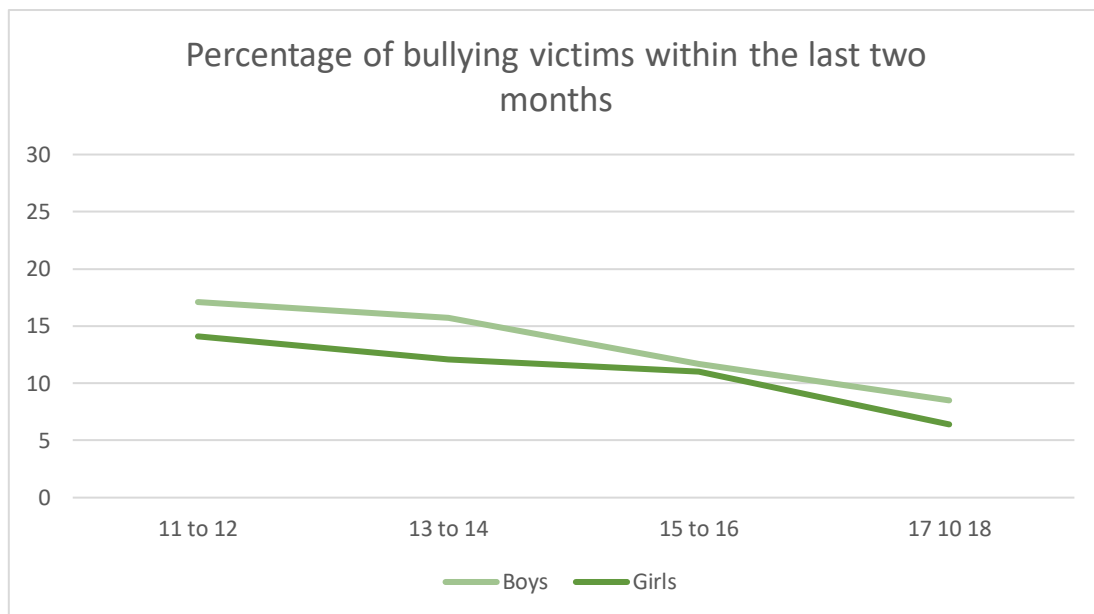


Table 2. Percentage of victims of bullying during the last two months (sexes). Moreno et al. (2019)

Something that stands out is that the percentage of boys that suffer from bullying is significantly higher in all the age groups. However, the difference between them almost disappears in the 15 to 16 age group where the percentage of both sexes is very similar.

Unfortunately, there is not enough data to assess the situation in our country. But, analysing the figures that we do have, it seems correct to conclude that the situation is more serious than we want to believe.

Moreover, a study about bullying carried out by members of the Multidisciplinary Mathematics Institute in the Polytechnic University of Valencia (La Vanguardia, 2016), concludes that, by 2020, around 400,000 young people between ages of between 12 and 18 will be in danger of becoming new victims of bullying. According to the study, between 2015 and 2020, a total of 768,000 school children will have been victims of bullying at some point in their school years.

3.4.4 Preventing bullying at school

As future teachers it is urgent that we are aware of the importance of preventing harassment situations before having to act because of them. Therefore, authors like Simoes de Sousa and Hernández Armentia (2014), propose a series of

strategies to prevent bullying, which include teamwork, teacher training, learning cooperatively, adapting to different learning styles, working with students motivation, social skills and multiple intelligences, specifically emotional. But in addition to working on prevention from the school level, it must also be approached from the family. Other studies such as that of Pérez Carbonell et al. (2017: 167-169) compiled a collection of prevention measures used in different Autonomous Communities.

In this paper we will only take into account measures taken at state level, compiled by Díaz-Aguado et al. (2010: 68-69): (a) maintain order in classes, 89.5%; (b) develop activities so that the class is more united, 64.90%; (c) apply cooperative learning, 64.10%; (d) gather teachers periodically to discuss how to improve coexistence, 63.50%; and (e) program subjects so as to contribute to an adequate climate of coexistence, 63.50%. They also mention how 79.20% of teachers discuss problems of coexistence and discipline with students to prevent bullying.

Research work, such as that carried out by Musri (2012: 51-57), establishes three phases of prevention being these the following: primary, secondary, and tertiary. The phases are described in the following table:

Prevention	Definition
Primary	These are the measures to avoid the appearance of bullying situations, it is to say, generic actions aimed at improving coexistence, preventing conflict and avoid the occurrence of the phenomenon.
Secondary	It is implemented when emerging situations of abuse are detected, in order to avoid its consolidation. They are the measures that are carried out as soon as the existence of a bullying situation in the school is known and refer to an action protocol.
Tertiary	Implemented when it comes to consolidated situations, aimed at minimizing impact on those involved, providing therapeutic support and protection to victims, as well as controlling the aggressors. It is done by applying specific programmes with individual interventions.

Table 3. Types of prevention. Musri (2012)

However, we will only explain the primary phase in more detail because it is the one that concerns us within the proposal of this paper as it is a means to avoid bullying situations. The prevention strategies associated with this phase are described in the table below:

Primary prevention	Strategies
In the school centre	<ul style="list-style-type: none"> •Sensitise the educational community to the phenomenon of school bullying and encourage students to debate about it. •To evaluate the climate of the centre and the previous conceptions of teachers and students about what it means to live together and discipline. •To obtain data on the specific situation of the centre: qualitative and quantitative assessments of bullying through questionnaires and anonymous interviews. •Create a good school climate in the centre, a welcoming place where students feel accepted as people and have positive role models for adults. •Include education in values and activities for the development of social and personal skills from a democratic and participatory debate. •Establish structures for mediation and conflict resolution if they do not exist. •Review the Regulations of the Centre and the Educational Institutional Project, if proceeds, with the participation of all the members of the educational community. •Encourage students to identify with the school and increase their participation in decision-making. •Implement a system of norms relating to conduct that make sense to students and negotiate with them. •Take decisions about adequacy of the curriculum, the methodology, groupings, the educational use of time and spaces, increase of the supervision, improvements in the infrastructure, etc. •Establish measures for the individualized follow-up of students who need it. •Integrate the family and develop a collaborative attitude with parents, informing and training on how to treat bullying situations, whether it is their kids who have been harassed or the aggressors.

In the classroom	<ul style="list-style-type: none"> •Agreeing on clear, concrete rules and with consequences immediate to the transgression, agreed in the classroom. •Assigning more responsibilities to students, for example in peer mediation for conflict resolution. •Periodically introduce elements of social reflection such as debates on and dealing with conflicts and problems in the classroom openly with the group. •To change the group for some students.
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Table 4. Strategies of prevention. Primary phase. (Musri, 2012)

4. STATE OF THE ART

Even though there have not been any studies regarding the application of literature in the English classroom to prevent bullying, there are various scholars who have conducted studies that research how introducing moral values into English teaching can benefit ESL students.

One of these research studies was carried out by Ramírez Contreras (2007). This author's case study was intended to answer two questions: "How can a teaching proposal influence the students' practice of values" and "What is the role of the teacher in a cross-curricular educational system". To give answers to this two questions Ramírez Contreras collected information from regular English classes (average of 35 students) for three years. The same activities were conducted for students of six and seven grade whose ages ranged from 10 to 14 years old. The teacher complemented a journal on a weekly basis as classes were taught. Besides, student's artefacts were collected to analyse how the teaching method had influenced their production and attitudes.

The teaching method to which the students were exposed consisted on lessons divided in three different stages. In the first stage, the teacher administered a short survey to their students to know what they expected from the English subject and what they were interested on. They would also explain what they were willing to share in the classroom and what they wanted to keep to themselves. This helped the teacher plan activities so that everyone was comfortable talking and could participate. In the second stage of the proposal, the students were expected to express themselves in English and share experiences with their classmates. It was key that the focus was on the students and what they were expressing. Finally, the teacher asked students to think about the values their experiences might reflect and share them with the classroom. The author explains that the role of the teacher went beyond teaching English because it was important that the teacher could fulfil a role of facilitator and motivator for the students.

Ramirez Contreras (2007) concludes that teaching a subject in an isolated way is not possible anymore because there is a need to incorporate other perspectives to meet students' expectations. The author claims that "relating the content of the English class to values contributes considerably to the construction

of a better society, since it makes students aware of their responsibilities as members of a community that expects from them attitudes and behaviours that comply with stated social rules” (2007: 23). Besides, this type of approach to teaching helps educators get closer to students and improves students’ confidence and self-esteem when they share their productions and ideas with the rest of the class.

Another study that shares the same aim is one of Arenas Munera et al. (2008). This quantitative study was carried out in a natural environment in which the students were observed interacting and expressing their own ideas through the use of the foreign language. The group of students was integrated by seven girls that attended a voluntary course for two hours every Saturday for four months. Lessons for this course were taught in English and the activities that were carried out permitted that the students exercised skills like pronunciation, vocabulary, reading and writing through problem-solving tasks. The lessons consisted on reading a text together at first. Then, the teacher will present a problem-solving task that they will have to solve by writing individually. After that, they will share their opinions or that of their partners.

The collection of data for the research came from four different resources. Firstly, a journal written by the students in which they expressed their feelings. Secondly, two questionnaires done to the students to know their opinion about the activities implemented and the lessons they participated in. Thirdly, an interview after the course where students could express their views on the classes and reinforced their answers to the questionnaires. And, lastly, video recordings from the lessons that helped detailing the students’ attitude towards the activities.

The findings of Arenas Munera et al. (2008) concluded that students were really impressed by the course because they expected grammar focused lessons. Consequently, they were really inspired by the instruction and also more motivated to participate in class. The students also noticed the change of methodology that was different from the common English classes they received weekly at school and they appreciated the introduction of values to the teaching because they felt they were crucial to their lives. Besides, through the activities the teacher reported that the students had slowly created a bond while sharing

their likes and dislikes on different topics. Regarding their language development, the teacher claims that the students began the course with difficulties to pronounce some words and the lessons helped them to do it naturally by the end of the four months. They also were more comfortable expressing themselves in English by the end of the course in contrast to the constant use of their native language at the beginning. The activities did help them improve their speaking and writing skills, and their vocabulary and grammar knowledge.

A third study was carried out in Israel with similar objectives. This study was carried out by Rass (2014) to examine the successfulness of implementing ESL lessons that included moral values during two years in a row. The study was developed during the practical work of eight student teachers majoring in EFL teaching to “qualify student teachers not only professionally and academically, but also humanly since they live in a deeply divided society which suffers also from increasing violence either at school or in the street” (2014:62). These lessons were carried out using a similar methodology to the previous study in which a content-based instruction and problem-solving approach were used.

This study was based in the observation of sixteen student teachers for two years. Eight students each year. Their practice teaching took place in a high school once a week throughout the year. They also participated in the teaching in pairs twice a week. The qualitative data collection was done through different sources like: (1) the student teachers’ portfolio of their intensive practical work week that included the lesson plans and an in-depth reflection, (2) the researcher’s observation notes as a pedagogical adviser and notes that documented the discussions during the staff meetings and (3) the videotaped lessons and interviews with the high school students.

The results were the following ones:

- The student teachers stated that pupils were more eager to participate when they were asked to express their opinion on topics regarding values. They think that the lessons were successful, and they motivated the pupils. They conclude that they will definitely be introducing values to their teaching procedure in the future.

- Changing the routine made the lessons more enjoyable for the students and they were motivated to learn about different topics while using the four different skills.

In conclusion, all the studies above prove that the introduction of values in the ESL classroom is very beneficial to the student's attitude and relationship with other classmates but also, and more importantly, to the improvement of their English language knowledge and skills.

Against this background, the aim of this proposal is to continue this line of investigation and design a proposal of intervention in the ESL classroom that includes the acquisition of values and language skills. The idea for this proposal arises because of the necessity of improving the bullying data presented in the previous section as well as introducing new cross-curricular contents in the English subject.

The purpose of giving the previously analysed research studies an innovative perspective and used them as a basis to plan this proposal has led me to take a step forward and introduce some new aspects to it. Previous works of investigation have already used a content-based instruction approach in the English classroom. However, this research studies have a more general application of the topic and use it for students to develop a better relationship with their classmates and, in some cases, solve violent problems that have already been originated.

Instead, this proposal focuses specifically on bullying situations and their prevention. Something, that is usually done in other subjects like Language and Literature or Tutoring. This way, we are also introducing new cross-curricular contents in the ESL classroom and it gives students the opportunity to work in a different way and be highly motivated with a more diverse topic. Besides, English is a subject that is specially suitable for this type of content because students are able to work on the topic by expressing their opinions in their second language. Moreover, as it has been explained in the section above, bullying is a problem that affects Spanish teenagers at a higher level, particularly adolescents between 12 and 13 years of age. So, the intervention will also work as a prevention method.

Additionally, this proposal combines the content-based instruction with literature, and even though this has been done before, it is rare in Spanish classrooms. Students are used to be assigned a reading for the year or the trimester and work with it at home to finally do a test in class that will be assessed as another part of their final mark. Nevertheless, this proposal uses literature as a key aspect and gives books the importance that they deserve in the ESL classroom.

The proposal is based on the reading of an adaptation of the book *Wonder* by R.J. Palacio. This book has been chosen because it is a conducive reading for value teaching and is a very useful resource to motivate students because they are not used to address this subject in this way. In addition, the reading of the adaptation will be accompanied by activities that will be done in class and will include specific extracts of the original novel and its movie adaptation. These activities will supplement the literacy quality of the graded reader that Collie & Slater (1987:14) claim to be dubious. This way, we are proposing a solution to this limitation by working in class with activities that introduce chapters and parts of the original book and its movie adaptation and that also lead to gamification activities in which students will participate to focus on what they have read or watched.

5. DIDACTIC PROPOSAL

5.1 Justification

This proposal consists of teaching values to EFL students through literature. The project could benefit students and encourage them to read in English so that they understand it is a way to improve their basic language skills but also to explore cultural and social contexts through books, which is something that can be closely linked with the legislative educational framework. Moreover, literature can be the perfect opportunity for students to walk on somebody else's shoes and comprehend other people's realities. In this way, teachers would be able to introduce values to their teaching programs and try to prevent bullying in their classes by raising their student's awareness but also keep the students motivated so that they improve their language skills in a different way.

The proposed intervention is going to be carried out through the reading of the novel *Wonder* by R.J. Palacio. In this book the students will learn about August, a ten-year old boy who was born with a craniofacial disfigurement and is experiencing regular school for the first time. His family, classmates and other members of the community will struggle with acceptance, compassion, and inclusion. The selection of this book has been motivated by how the book treats differences and situations of bullying from each character's point of view. Something that seems very beneficial so that students can see themselves reflected in them and feel understood.

At home students will be reading a graded adaptation of the book so that they can be more prepared to work in the classroom. After their work at home, the teacher will introduce some activities about the book in the classroom. They will begin the sessions by doing a "zooming in" activity that could include an extract from the original book or a short clip of the movie adaptation. These activities will then lead to some other ones in which they will have to work on the specific topic for the lesson. All the activities are designed to promote the students' learning but also their individual and emotional growth.

Said activities are closely related to the contents established by the Organic Law 8/2013, 9th December, for the improvement of the educational quality (LOMCE, 2013) which are divided in the four different blocks: comprehension of

oral texts, production of oral texts, comprehension of written texts and production of written texts.

At the same time, the specific and general objectives have been selected according to the Organic Law 8/2013, 9th December (LOMCE, 2013) and the 1105/2014 Decree for the Compulsory Secondary School stage (2014). Among them, the following should be highlighted:

- To assume their duties responsibly, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to exercise dialogue by strengthening human rights and equal treatment and opportunities between women and men as common values of a pluralistic society and to prepare for the exercise of democratic citizenship.
- To value and respect the difference between genders and the equality of rights and opportunities between them. Reject discrimination against people based on sex or any other personal or social condition or circumstance. Reject stereotypes that discriminate between men and women, as well as any manifestation of violence against women.
- To strengthen their affective capacities in all areas of the personality and in their relations with others, as well as reject violence, prejudice of any kind, sexist behaviour and peacefully resolve conflicts.
- To learn how to express their personal opinions with clarity and cohesion and participate in debates or conversations on different topics with their peers making use of new learned common lexicon regarding family, friends, free time, feelings, emotions, and bullying.
- To write comprehensible and coherent brief texts in which they explain their thoughts on a particular topic with clarity by making use of the orthography and punctuation rules they know as well as previously known language.
- To learn how to look for information that can help them understand a written or oral text better so that they can answer any questions that may follow said text in a satisfactory manner.

On the other hand, while participating in this proposal, students are going to develop the following competences established by LOMCE (2013):

- Linguistic competence (LC). In this proposal, students will develop this competence while they read the book but also while they talk about it and work with their peers in the activities (debates, production of written texts, games and so on).
- Learning to learn (L2L). Within this project, they are going to develop this competence as students should manage their time in order to read the assigned pages. Moreover, they are going to learn how to interpret and express emotions.
- Digital competence (DC). They will work on writing an e-mail to a character from the book and, this way, they will also learn about its structure, etc.
- Social and civic competences (SCC) are going to be touch upon during the whole proposal because students are going to learn about a social problem (bullying), and they will have to reflect about it.
- Cultural awareness and expression (CAE). In this proposal, this competence will be developed thanks to the novel and the movie adaptation through which students will learn new things about another culture, and experience original cultural manifestations.

5.2 Participants

This proposal is intended for students of 1st year of Compulsory Secondary Education. The group where this proposal should be developed is the one in the bilingual program. This level has been chosen for the students' age but also for their level of understanding the language.

The students in 1st year of Compulsory Education have a degree of maturity appropriate to their biological age, so their age is perfect for them to begin to understand the difficulty of the bullying situations and show them that they can help if they see their peers suffering something similar. This is sometimes key for the situation not to escalate because having the help and support of some classmates means that the victims feel that they have somebody to lean on and they feel stronger. Otherwise, they could feel defeated and they may not want to report the case because they feel it will make it worst. Besides, in Spain, this age

group is one of the groups where students suffer more from bullying or harassment and educating them to prevent those types of situations could have a very positive outcome on the whole 1st year.

Moreover, these students are most likely to have the linguistic resources to express their beliefs and opinions in their second language, both in oral and written language. In addition, they would probably have a better understanding of what they are reading or watching. This will help the group when they participate in the activities for the proposal. Hence, the proposal can be carried out in an orderly and efficient manner.

5.3 Timing

According to the level and the extension of the book, the proposal is going to need several weeks to be worked on.

The trimester chosen to carry out the proposal is the first one. In this trimester, students are going to be working on coping with the new environment that they are studying in and some problems between the group may arise. Not all of them will come from the same Primary School and they will not know each other so this proposal will help them to establish a group where they feel respected and valued, something that is crucial when they work with a second language.

This project is going to be implemented for ten sessions. Each one of these sessions is going to be executed biweekly except the last four sessions (7, 8, 9 and 10), that will be carried out in consecutive weeks. While planning the timing for the proposal, there were some other things to take into account like the amount of time the teacher needs for other contents of the subject and the amount of time the students need to read the parts of the book assigned. Because of all the above, this project is intended to be developed in class during a whole trimester. This way, students will have the time to work on the reading assignment.

That is to say, from session 1 to session 6, there will be a gap of one week between the sessions. However, sessions 7, 8, 9 and 10 will be carried out consecutively. For the purpose of giving a schedule to this procedure, I have created this table that helps explaining the timing visually:

Session	Activity	Week
1	<i>Getting to know each other</i>	1
2	<i>Are you a wonder?</i>	3
3	<i>Friends</i>	5
4	<i>Family</i>	7
5	<i>Choose kind</i>	9
6	<i>Violence against bullying</i>	11
7	<i>Cause and effect</i>	13
8	<i>Bullying awareness</i>	14
9	<i>The apple and the tree</i>	15
10	Standing ovation	16

Table 5. Schedule for the sessions of the proposal

5.4 Methodology

For the purpose of this proposal, it is intended for the teacher to use different types of materials. Students will work with extracts from the original book (Palacio, 2012) but also with the adapted version (Palacio, 2019). They will also work with clips from the movie or other audio-visual and written materials that will help them understand the problem in depth.

The lessons will be carried out in English and students should try to explain what they want to say in the second language because this will help them to get used to speaking English in any situation. Hence, these sessions will be carried out following aspects of the Communicative Approach in activities that will promote the use of the students' second language by discussing the topic of the lesson in different ways as a means for them to use this as a tool to improve their fluency. Most of the activities will also include some aspects of Gamification to make speaking and writing activities more motivational for students this age. ICT tools will also be introduced to make the lessons more motivating and fluid.

The sessions for the proposal are structured in a similar way. That is to say, the students will have to do the assigned reading from the adapted novel at home (pre-reading at home) and then the lesson will be divided in two different parts for most of the sessions. First, they will work on a reading or listening “zoom in” activity in which they will understand in depth what happened in that part of the story and then, they will do some activities regarding that topic. In most of the activities that they will have to do, they will have to write or orally present their opinion on different aspects after listening or reading a specific material. This use of the language will not be rehearsed and fluency and accuracy to use the language will be complementary. However, fluency will be favoured so that students try to express themselves to the best extent they can. Despite this, when it is needed, the teacher will correct them if they make any mistakes. In fact, the teacher will act as a facilitator in the learning process so that students learn to express their opinions and reflect on moral aspects at the same time.

They will also be working in pairs and groups during the sessions so that they understand that everyone has different opinions and because this will give them the opportunity to know each other better and learn from each other’s strengths and weaknesses.

5.5 Attention to diversity

If, by some chance, there is a student with some type of educational special need in the classroom, the needs that this child has will be met by using different strategies depending on the type of attention that student requires.

First, the project could be adapted so that the student can participate in it without any difficulty. For example, the teacher can adapt the reading that the student has to do at home so that the preparation would suffice for him to catch up with other classmates. If more attention is required, the teacher will have to make sure that the student is paired up with a peer that will help him when needed. Apart from this, the teacher will have to be more attentive so that if any difficulties arise, she can help the students in an adequate way.

Moreover, collaboration between students and this environment of respect and positive attitude between them can help any child in need of special educational

attention to raise up to the challenge with the help of their classmates. In the end, that is the intention for this proposal.

5.6 Materials

For the students to participate in this proposal, some materials are going to be needed so that the project can be carried out smoothly. Students will work with two versions of the book. For the pre-reading done at home, they will have to buy the version of the book (Palacio, 2019) adapted to their level (A2). However, for the 'zoom in' activities, they will read extracts for the original novel (Palacio, 2012). These extracts will be provided by the teacher as photocopies. For these activities, the students will only need a pen or pencil and, sometimes, their notebook. The rest of the activities will require the use of some technological devices available in the classroom like a computer with internet connexion and a projector so that they can watch different videos, for example, the clip from the movie. Finally, they will also have to use some post-its, coloured cardboard, yarn, and game cards among other things. These resources will also be provided by the teacher.

5.7 Sessions

Session 1: Getting to know each other

In this session, students will be introduced to the reading that they would be assigned for the first trimester. The purpose of the session is for students to come up with hypotheses about what they are going to read and what is the story about. They will be asked about the face that appears in the cover of the book and why it has only one eye. They will also discuss about the meaning of the word 'wonder' and how it is related to the plot of the story.

Then, the teacher will explain to them that they are going to read the book little by little and once every two weeks they will be working on what they have read in the classroom with their peers (30 minutes).

For this introduction session, they will do an activity aimed at knowing themselves and knowing their classmates (20 minutes). In the book they are going to discover everything about August but before getting to know him in detail, they have to look within themselves and reflect on how they are and what they

do. This activity is thought as a 'get to know you and your classmates' type of activity. This is ideal for this level because some of them will know each other but most of them will come from different schools and the group formed will be fairly new. This will help them feel part of the group

The game will begin with the group forming a circle. The teacher will hold a piece of yarn and will say "My name is...". After that, holding the string in her hand, she will toss the yarn to a student who will have to repeat the name of the teacher and her or his name. The students will hold a piece of the string and the piece of yarn will be tossed to the next student until everyone has stated the names before them (pointing to each person) and their own and grabbed a piece of string. In the next round, they will have to add another thing about themselves (what they like, what they dislike, hobbies, age, etc.). They will be forming a web of strings. The person who is not able to repeat everything that has been said before, will be disqualified from the game and will have to release the pieces of string in their hand. At the end, there will be only one winner who will get a certificate of excellent memory (Annex 1).

Session 2: Are you a wonder?

- Pre-reading at home: For this session, students will have to have read just the first chapter of their book. In this chapter, they will be introduced to August, his family, and Jack, Summer and Julian. In class the teacher will introduce the first 'zoom in' activity.
- Zoom in activity: They will have to read *Around the Room* and *Lamb to the Slaughter* from the original novel (two pages). This two chapters will introduce them to Julian, a mean kid that is rude to August from the beginning. After reading it, the teacher will go around the class asking questions that will make them reflect on the incident between Julian and August and they will have to think about Julian and why he is rude to a kid like August (20 minutes).
- Activities:

For the purpose of getting to know August's condition better and how it might make him feel that someone new is rude to him, students will watch a short part of a video about a young boy with the same craniofacial syndrome (Treacher Collins) (<https://bit.ly/2AgHTSD>; from minute 4:23 onwards).

The teacher will give them a photocopy of the transcript (Annex 2) and they will have to fill in the gaps with some words that they hear (15 minutes). After watching the video and discussing what the boy says about himself, they will have to reflect on whether they are normal or 'a wonder'.

To show them that everyone has differences and similarities to other people, they will participate in a group activity (15 minutes). The group will be divided in groups of 4 or 5 students. The teacher will have to try and make the groups according to people that do not know each other that well. The activity will consist on them talking within their groups and trying to find 6 non-physical things that they have in common. For this purpose, they will have to construct questions with the structures 'Do you like...?', 'Are you...?', 'Do you have...?'. The first group to find those six aspects, will win two positives.

Session 3: Friends

- Pre-reading at home: Before this session, students will have to read until page 25 of their books. They will read about the friendship forming between Jack and August and how this makes August feel at school as opposed to before.
- Zoom in activity: In this session, the 'zoom in' activity will involve the *Bleeding Scream* chapter from the original book (one page). This will introduce them to how Jack reacts when Julian confronts him about his friendship with August and how August reacts when they talk bad about him behind his back (15 minutes).
- Activities:

This session is aimed to make students reflect about friendship and the difference between a classmate and a friend. After the oral discussion they are going to write a brief text about friendship (5 or 6 lines) and if they have ever felt betrayed by a friend and reflect about how this made them feel. (15 minutes)

To end this session, they will play a game called 'Emotions'. The objective of this game is to differentiate our emotions and for them to feel understood and validated by each other. For this, they each will receive a card (Annex 3) with the name of an emotion that they will have to explain to each other without using the actual word. They should explain it by trying to talk about what kinds of things

make them feel that way. When they guess the emotion, the next student will get a turn explaining the word on their card and so on. (20 minutes).

Session 4: Family

- Pre-reading at home: Before this session, students would have to read until chapter 4 (*My brother, August*) on their books. They will read about August's big sister Via and how she treats August.
- Zoom in activity: In this session, the 'zoom in' activity will involve the *August Through the Peephole* chapter from the original book (one page). They will get to learn how August really looks like and also what Via thinks about how his brother is treated by other people and by their parents and family (15 minutes).
- Activities:

After the reading activity, they will have to think about the importance of the family for August and Via and the differences on how their parents treat them. The teacher will ask them about it. After that, the teacher will go around the class stating some facts about their families and if they feel supported (Annex 4). To express if they agree or disagree, students will have a sticky note with their name, and they will stick it into a poster (Annex 4) that the teacher will put on the board. They will stick it into the part that they feel mostly represented by. For example, if the teacher says, "When I have a problem, I ask my mom about it" and If they agree, they will stick the note in the part of the poster that says "totally agree or agree". If they do not agree they will stick it to the part that says, "totally disagree or disagree". Then, some of them will have to explain their reasons aloud (20 minutes).

As a final activity, students will have to put themselves in Via's shoes and try to think about how they would convince August that he has to continue going to school even though sometimes it is difficult. They will have to work in pairs to make up one sentence that they will say to August to convince him. (15 minutes)

Session 5: Choose Kind

- Pre-reading at home: Before this session, students will have to read until chapter 5 ('*He's a nice kid*') on their books. They will read about Summer and his reaction to August from the beginning.
- Zoom in activity: In this session, the 'zoom in' activity will involve reading two chapters from the original book (*The Plague* and *The Halloween Party*). This two chapters (two pages) will show students how Summer chose to be kind to August from the beginning and did not stand back when other kids would say bad things about him (20 minutes).
- Activities:

After the reading activity, they will have to reflect on why Summer's reaction is different from the rest of their peers and why they think she did that. They will have to discuss the situation as a group and try to come up with hypothesis about those two questions. They will have to have to come up with at least three and then explain them to the teacher.

When they finish, they will watch a video where children talk about the meaning of the word 'kindness' with the author of the book they are reading (https://www.youtube.com/watch?v=olmM_9r-6l8). After watching it, they will have to create their own definition for the word in pairs. The teacher will ask around and they will reflect on each other's definitions (10 minutes).

To end this session, the students will put themselves in other people's shoes. For this, they will stand in a circle and the teacher will assign to them a role or a character in different situations (Annex 5). The teacher will describe each situation and the students will have to explain how their character feels in that circumstance. The teacher can ask them to switch roles (Adapted from: <https://www.uua.org/re/tapestry/children/tales/session4/leader-resource1>). After that, the teacher will ask the students how they could solve the problem in those situations (20 minutes).

Session 6: Violence against bullying

- Pre-reading at home: Before this session, students will have to read until chapter 6 (*Friends and enemies*) on their books. They will read about Jack's

first reaction to August and how he felt when he realized August heard him talk about him behind his back.

- Zoom in activity: In this session, the 'zoom in' activity will involve reading two chapters (two pages) from the original book (*Partners* and *Detention*). This will introduce them to how Jack feels about August and what he thinks about Julian treating him badly (15 minutes).
- Activities:

After the reading activity, they will have to think about what Jack did to defend August from Julian. They will have to discuss in groups (4 or 5 members each) if they think Jack did the right thing.

After explaining their thoughts to their peers, students will have to watch a video where a bullying victim defends himself against his harasser (<https://www.youtube.com/watch?v=QzhFan3kk0E>). After watching it, they will know that these situations can occur in real life. To work on this, they will play a game (20 minutes).

This game is called '*Can I lend you a hand?*'. The purpose is for students to think about ways they can support each other in different harassment situations (Annex 6). For this, they will have to grab a card from a stack and read it aloud. The cards will have different bullying situations. The goal is for the other students to think about how they can help others. When they have an idea, they should say '*Can I lend you a hand?*' and explain how they would do it (15 minutes).

Session 7: Cause and effect

- Pre-reading at home: Before this session, students will read the following two chapters in their books (*The Violin* and *Hearing Aids*). In this two chapters they will get to see August from Via's boyfriend's point of view. They will also get to learn how everything is at school after August's gets hearing aids.
- Zoom in activity: For this session's 'zoom in', the teacher will use three paragraphs extracted from the chapter *The Universe* where Via's boyfriend talks about August being lucky to have a lot of people who love him around him (10 minutes).

- Activities:

After reading this part of the book, they will reflect in pairs about why Justin thinks August is happy. They will have to take notes on what things is August fortunate for. After discussing with the whole class, they will have to do the same exercise thinking about themselves and their partner for this exercise. They will talk about it and share it with the class (20 minutes).

Later, the teacher will ask them if they know what *karma* means and if they think Justin's view of the universe is similar to it. To work on this, they will do an activity in pairs. The teacher will go around the class giving out two sentences in a cardboard with the form of a loop. One of the sentences will be a good action and the other one will be a bad action. With some cardboard that the teacher will give them, the students will have to form a cause-effect chain with sentences that they will create from the one the teacher gave them (Annex 7).

Session 8: Bullying awareness

- Pre-reading at home: Before this session, students will read the following two chapters in their books (*The School Play* and *The Camp*). In this two chapters they will get to see how August is treated by older kids.
- Zoom in activity: For this session's 'zoom in', the teacher will use the chapters *Alien* and *Voice in Dark* (three pages long), where August gets assaulted and mocked by students from another school (25 minutes).
- Activities:

After reading this part of the book, they will reflect on how some character's interaction with August has changed and why. The teacher will explain that there are different roles in a bullying situation and will give them examples of each one (bully, victim, bystander and upstander) (10 minutes).

After this, they will try to come up with two or three actions that they can take against bullying situations. To help them, the teacher will show them two videos in which students are helping others in difficult situations (<https://www.youtube.com/watch?v=2LZGK8SDzvg>, <https://www.youtube.com/watch?v=73DqzBgQ6dQ>). Later, they will have to work as a group to come up with

the steps they will take against bullying and they will write them on a cardboard that will get to be displayed in class (15 minutes).

Session 9: The Apple and the Tree

- Activity at home: Before this session, students will not have to read another part of the book. Instead they will reflect at home on how the parents are linked to how their children act. To do that they will have to take notes or write a brief paragraph on what they think about this.
- Activities and zoom in activity:

At the beginning of the session, students will start talking about the notes they have taken to see if everyone agrees. They will have to say if they agree with August's mom when she says '*The apple does not fall far from the tree*' about Julian and his mom.

When they have finished, the teacher will use a clip from the movie adaptation of the novel to show them how Julian's parents react when they are told that their son is bullying August. They will have to take notes on what their attitude towards August and Mr. Tushman is like (<https://bit.ly/3daX794>).

Then, they will read some e-mails (one page) from Julian's parents to the headmaster from the original novel (Chapter *Letter, Emails, Facebook, Texts*) (30 minutes).

After this, students will be asked to write their own email to Julian or his parents talking about the situation and trying to explain to them why their attitude towards August is not okay. If they do not finish, they can do it at home (20 minutes).

Session 10: Standing ovation

- Pre-reading at home: Before this session, students will have to read the final chapter of their book. In this chapter, August receives a medal for helping a lot of children at school.
- Activities:

At the beginning of the session, students will have to participate in a brief debate in which they will have to talk about the fact that August won a medal at the end of the school year. They will have to discuss if they think any other

students would have deserved that privilege. The teacher will also ask around if someone has ever experienced a standing ovation and how they felt about it. They will talk about how they think August felt about all of this and if they think going to school was worth it for him (15 minutes).

To wrap up the big topic of the book they will do an activity together. The teacher will pass a piece of paper around and they will have to write mean things on it. When they finish, they will all get a turn to crumple it, tear it or stomp on it. Later, the teacher will smooth it and show it to the students. She will ask them to say sorry for what they have done. She will have to point out that, even though they say they are sorry, the scars the paper has do not change at all and that is what happens when we bully someone (20 minutes).

After this, students will be asked to write a brief review in which they will have to reflect on their favourite parts of the book, their opinion about how it ends and what they have learned through the reading of the book and the activities in class. They will have to write it in a piece of paper the teacher will print for them with the cover of the book (Annex 8). When they finish (they can finish at home), they will be hanged in a board in the classroom (15 minutes).

5.8 Assessment process

The assessment of this reading project will be mainly focused on the development of the activities proposed for each session. Nevertheless, the teacher will be considering other aspects like their participation in class, their attitude and commitment as well as their following of the readings planned for each session.

As this assignment is going to be carried out by the students in the first trimester, the mark that they will get from it is going to be part of the first trimester's mark. In fact, this assignment will represent the 25% of their final mark. To establish this percentage, we have considered that, at this level, students are usually assessed with a trimestral exam in which they have to prove they have acquired the contents that they have been learning regarding listening, reading, writing and speaking skills. This exam will be considered as the 50% of their total mark, giving 12.5% to each skill because all of them are being considered equal. Apart from this, the teacher will also have to consider their work and participation in class and if they do the homework they are assigned. These two aspects will

be assessed with a 20% each of the final mark. The table below will be useful in order to clarify the percentages of the mark in the first trimester:

Exam (50%)	Reading Comprehension: 12.5%
	Listening Comprehension: 12.5%
	Oral Production: 12.5%
	Written Production: 12.5%
Class participation	20%
Homework	20%
Reading assignment	25%

Table 6. Percentages of the first trimester's mark

The criteria that is going to be considered for the assessment of this trimester is established in the Organic Law 8/2013, 9th December (LOMCE). Similarly, the reading assignment will be assessed taking into account said criteria. However, the percentages of each skill within the project will be different.

Because of the aim to improve both the students' skills and their attitude towards bullying situations, these two aspects will be the main ones considered for the final grade of this reading assignment.

On the one hand, the attitude will be measured by observation, taking into consideration aspects like the students' collaboration with their peers, their commitment to the activities and their reflection on the topic among other things (Annex 9).

On the other hand, the development of their skills will be measured both by observation and by the various written activities they will do. The following of the reading at home, the understanding of the 'zoom in' readings, and the level and correction of their oral interventions will be measured by observation and will be evaluated according to different assessment rubrics and criteria. For example, their oral production will be assessed considering aspects like pronunciation, clarity, fluidity, volume, intonation, or adequacy (Annex 10). However, to mark their reading comprehension, the teacher will have to be aware of their comprehension skills and their capability to synthesise what they read or answer questions about it (Annex 11).

In addition, other activities such as listening exercises or written expression activities will be evaluated according to their correctness. In this case, the aspects

that will be considered will be the following ones: punctuation, clarity, cohesion, spelling, etc (Annex 12).

In the following table, all the aspects assessed in this project appear with their consequent percentages:

Language skills	Reading Comprehension Activities: 20%
	Listening Comprehension Activities: 20%
	Oral Production Activities: 20%
	Written Production Activities: 20%
Class participation	25%
Attitude	10%

Table 7. Percentages for the reading assignment

6. DISCUSSION

The proposal designed and disclosed for this paper was part of my own individual reflective process during a lot of years both taking English classes as part of the Spanish educational law curriculum but also as a teacher myself. In those years, I got to experience harassment and bullying from various perspectives. I saw the difficulties one of my own classmates went through and during my practicum internship I experienced it from the other side, from a teacher's point of view. All of this led me to believe that there was a lot to be done for students to feel safe in class and to have a healthy and respectful relationship with each other that enables them to thrive at school but also in their lives. That is the reason why the proposal I suggest in this paper has two main objectives: a linguistic objective and a moral one.

With the development of the sessions of this proposal, my intention was to teach students how to use their critical thinking and their comprehensive skills to inform themselves on a particular topic that motivates them and use this information to portray their opinions whether it is in writing form or orally. In this way, they will be aware of the importance of being able to use a second language in a real situation. They will also be improving their linguistic skills to comprehend written or oral texts better and, obviously, their written and oral productions.

On the other hand, it was important for me that the proposal served as a means to teach students how crucial their words can be when they use them to praise or disrespect another person. Moreover, it is important for them to feel understood, comfortable, and respected while they are learning so that they can enhance their knowledge. They need to know how they have to treat other people and for that, it is necessary for teachers to be an example but also create opportunities in the classroom where students can learn how to act in a respectful way towards others.

My main objective when I was developing this proposal was to make it as realistic as possible and I think it is feasible to carry out. However, there are also some limitations to the proposal. First of all, the time factor is very important in education, especially when you are trying that your students fulfil a specific number of standards and contents. The proposal would take time away from the traditional-style classroom but, if it is handled appropriately, this new

methodology can give the students a new motivation to participate and greater opportunities to improve their language skills. However, it should be said that it will be very beneficial to have more time to develop this proposal even though 10 sessions can be enough. Besides, the implementation of the proposal can result in an increase of the workload for the teacher but, it can also mean that the students can learn to work in different ways and get used to different types of teaching methodologies.

In addition, another possible limitation for this proposal is that not all of the students may be able to buy the book they are required to be reading at home because they might not be able to afford it. Some of them, may not buy it because they do not want to. To solve this problem, I suggest that the high school puts some copies of the book at their disposal in the school's library.

And, finally, it is possible that not all students are going to be prepared to participate in this project because the sessions are intended for groups of students that are in a bilingual program and that have an advantage in their linguistic knowledge. Nevertheless, this does not mean that the proposal could not be adapted for students whose skills are less developed. For example, the "zooming in" readings done in class could be adapted (with easier structured sentences and appropriate vocabulary) so that the students could understand them without difficulties and the activities where they have to express their opinions could be made easier by letting them work in pairs or groups with students that would make it less challenging. That way, they would be able to learn and not be left behind.

7. CONCLUSION

We live a world in which teaching moral and ethical values to students has become crucial to their education. Teachers are not only in charge of their academic knowledge but also of their understanding in regard to other people's views of life, other cultures, and races, and being aware of their impact in each other's lives and actions. However, introducing these aspects in some subjects is an onerous task. Against this background, the proposal achieves to break the existing barrier between value teaching and the curriculum subjects. In fact, it introduces ethical and moral views in the ESL classroom while managing to improve the skills involved in the English subject at the same time.

Moreover, introducing these aspects in all subjects benefits students in one way or another because, at times, they need another type of motivation to be engaged in the lessons. The proposal helps satisfy their need for motivation integrating activities that are appropriate for their level and also related with the reality they are living. What is more, it gives them the opportunity to develop their linguistic skills by participating in a combination of traditional and modern activities that have a gamification and communicative factor to them and prove to be more interesting, fun, and eye-catching.

Besides, as it was presented in the theoretical framework of this paper, there are several studies that prove that the change of perspective in the ESL classroom will give them the motivation to increase their participation in class and improve prior knowledge through literary texts. In fact, Erkaya (2005) states that integrating literature in the curricula adds a new dimension to English teaching and helps students to learn the four skills (listening, speaking, reading, and writing) more effectively because of the motivational benefit embedded in the stories. In addition, their interest towards literature will be reinforced and instructors will be able to help them develop a critical thinking towards different aspects. Additionally, introducing literature and movie adaptations in the ESL classroom may educate students to use these resources in their free time to keep improving their English knowledge and skills.

On the other hand, bullying situations pose a very important problem for high schools in Spain and it is imperative to take action before the harassment causes irreversible consequences in the lives of students. Because of this, in this

proposal we have considered some of the measures compiled by Díaz-Aguado et al. (2010: 68-69) like developing activities that improve the coexistence between students and programming the subject in a way that cooperativeness and an adequate climate between the students is promoted. Taking these aspects as the basis of the proposal, we have introduced them in the ESL classroom combining them with activities that will also help students develop their oral and written expression and comprehension.

Finding a way to introduce all these factors in the ESL classroom came as a great challenge because of the lack of time to work on these types of contents realistically and because of the importance to find a level in which students will have the appropriate mindset and knowledge to follow this approach in a feasible manner. However, at the end, the proposal designed for this paper is a great innovative resource to use in class and poses obvious benefits for the students.

Nevertheless, there is still room for improvement in this proposal. In fact, there are no previous research works that use literature to introduce bullying prevention in the ESL classroom and that is why I think that it could be very beneficial to study to which extent it can improve the students' attitude and motivation in the classroom and their linguistic skills. But what is more important... Could it be effective as a prevention resource against bullying? This is something that can be measured in the long term.

Finally, I would like to highlight that this dissertation has been the perfect work to finalise a year in which I have undoubtedly reached my expectations about the master's degree that I have been studying. I have put all that I have learned in this proposal and even though I think there is room to improve, I feel like it has served me to learn how to design a learning space for students in which special attention has been given to equity, emotional education, values and rights equality for everyone. Besides, I have implemented activities that promote student participation and I have used my previous knowledge to propose a change to solve a very serious problem that is difficult to approach in the classroom.

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9. ANNEXES

Annex 1. Certificate of Memory Excellence (game price)



Annex 2. Listening Activity Transcript

-How old was Nathaniel when he first noticed looking in a mirror "I don't look like everybody else"?

-Definitely around age 4 or 5 he could clearly vocalize I don't like the staring I don't like the name-calling. At that age we're going to birthday parties and other kids see him and scream and leave. He knows it was about him.

I travelled to Reno Nevada where the family now lives after Russ got a new job it is finally time to meet Nathaniel. Nathaniel is now 11 years old and has had surgeries. I bring my son Sam along who, like so many kids, has never met anyone like Nathaniel. We've come to do some of Nathaniel's favourite things:, going to thepark.

-How do you explain how you look different?

-I just explained that I have and I know everyone looks different except I look a lot more different than everyone else.

-Does it you?

-No, I kinda like it. It just seems fun because I

-I'm curious when you realized "hey my face is different from other people's faces"?

-One of the first kids called me a

- A kid called you a monster?

-Yeah

-That must have hurt your feelings.

-And then I realized that they don't do it to anybody else, so I was different.

-How did that make you feel?

-I was

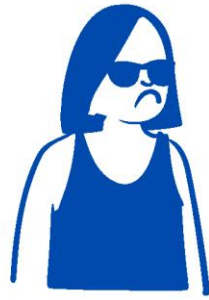
-Yeah, I'll bet. Were you?

-Yeah, I guess sometimes.

-Why do you think kids do that? Why do you think they say mean things to kids who look different?

-Because they don't really think about what they're saying, and their parents don't really do anything about it.

Annex 3. Emotion Game Cards



ANGRY



SAD



BORED



SURPRISED



TIRED



ANXIOUS

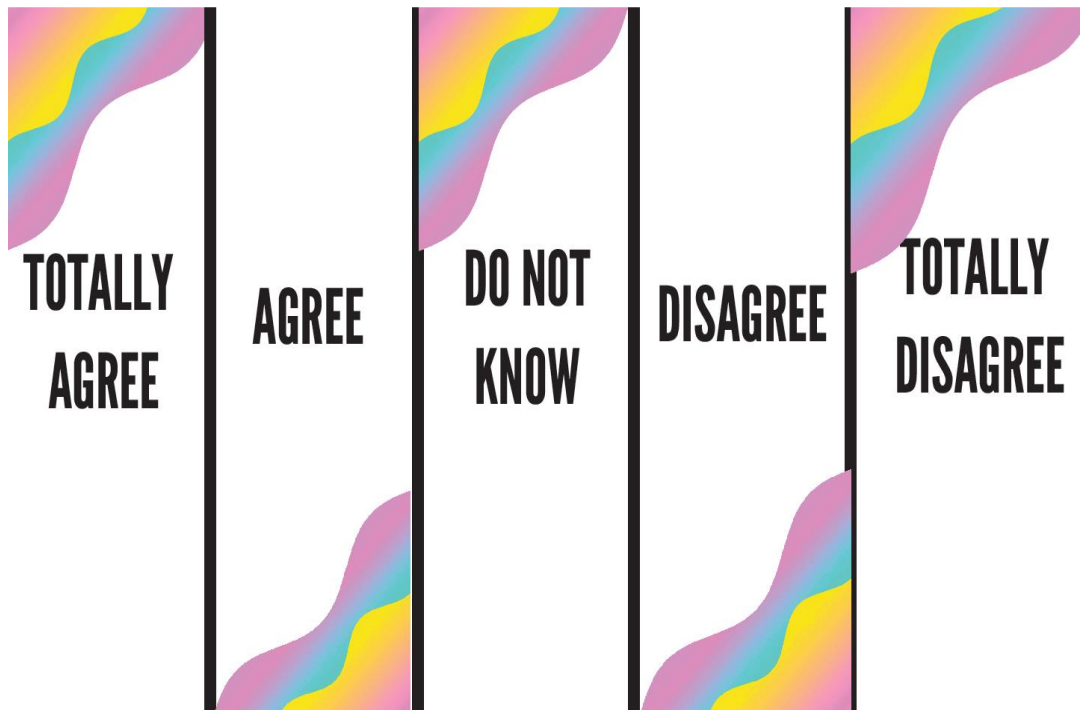


EXCITED



CONFUSED

Annex 4. Opinion Poster and affirmations



- WHEN I HAVE A PROBLEM, I ASK MY MOM FOR HELP.
- WHEN I HAVE A PROBLEM, I ASK MY DAD FOR HEELP.
- MY MOM AND DAD ARE BUSSY, WHEN I HAVE A PROBLEM, I ASK MY BROTHER/SISTER.
- MY PARENTS ARE TOO BUSSY AND WE CAN'T EXPEND MUCH TIME TOGETHER.
- MY PARENTS EXPEND A LOT OF TIME WITH ME.
- MY PARENTS GIVE MORE ATTENTION TO MY BROTHER/SISTER AND IT IS NOT FAIR.
- WE ARE VERY CLOSE IN MY FAMILY AND I FEEL VERY SUPPORTED BY THEM.
- MY FAMILY ISN'T VERY CLOSE AND SOMETIMES I FEEL ALONE.
- I WOULD LIKE TO HAVE A DIFFERENT RELATIONSHIP WITH MY PARENTS.
- I HAVE A GREAT RELATIONSHIP WITH MY PARENTS.

Annex 5. Empathy Game Situations

1.
One of your classmate's forgot his lunch and he is so hungry. You are not allowed to share food at school.
2.
Children are picking teams for a softball game. The last two children are left. Set out shoes for a few children on each team and two children left.
3.
A new child comes to school from a foreign country. Their English is not very good yet and he has a strong accent. When the teacher introduces them to the students and he says hello, my name is ____ a few of the other children laugh quietly.
4.
There is a child who comes to school who has to wear a brace, thick glasses or has something about their appearance that is different. No one sits next to the child in the cafeteria at lunchtime.
5.
A child wants to play alone with their friend, but a younger sibling wants to tag along. The little sibling is on one side of a door crying. The older sibling and friend are on the other side.
6.
Your friend just got bad news about a sick relative and she can't visit because it is too far away.
7.
On your way to class, you hear someone crying in the bathroom. If you stop, you will be late.
8.
A classmate was late to class and everyone had started their math assignment. You have already finished, and you want to start doing some homework so that you don't have to do it later at home.
9.
Your friend has been asked by the teacher to answer a question, but he does not know how to answer correctly.

Annex 6. Can I Lend You a Hand? Cards

A GROUP OF KIDS IN YOUR CLASS ARE SPREADING HURTFUL RUMOURS ABOUT YOU BY SENDING MESSAGES AROUND. MANY KIDS WON'T PLAY WITH YOU OR EVEN SPEAK TO YOU. EVEN YOUR FRIENDS ARE STARTING TO THINK THEY MAY BE TRUE.

YOUR OLDER SISTER OR BROTHER KEEPS HITTING AND KICKING YOU WHEN NOBODY IS LOOKING AND TELLS YOU THAT IF YOU TELL ANYONE SHE/HHE WILL JUST HURT YOU MORE.

YOUR TEACHER KEEPS CALLING YOU 'STUPID' EVERY TIME YOU GET AN ANSWER WRONG IN CLASS AND SAYS THAT THERE'S NO POINT IN EVEN TRYING TO TEACH YOU BECAUSE YOU CAN'T LEARN. OTHER CHILDREN HAVE STARTED CALLING YOU NAMES TOO.

YOU NOTICE ONE OF YOUR FRIENDS IS TEASING AND MAKING FUN OF THE YOUNGER CHILDREN. YOUR FRIEND HAS STARTED TAKING THINGS FROM THEM AS WELL.

A GROUP OF OLDER KIDS FROM ANOTHER SCHOOL LIKE TO PICK ON YOU. THEY WAIT TO CATCH YOU WALKING HOME OR WAITING FOR THE BUS ALONE, SURROUND YOU, AND TAKE YOUR MONEY OR FOOD. THEY ALSO THROW ROCKS AND THREATEN TO DO WORSE.

A NEW BOY IN YOUR CLASS IS A REFUGEE. YOUR FRIENDS ALWAYS SAY RACIST THINGS TO HIM, MAKE FUN OF HIS ENGLISH AND TELL HIM TO GO BACK HOME.

YOU'VE BEEN TEASING ONE OF YOUR FRIENDS BECAUSE HE OR SHE IS REALLY BAD AT READING AND WRITING AND YOU NOTICED THAT RECENTLY HE/SHE HAS STARTED TO SIT ALONE. ONCE YOU NOTICED TEARS IN THE HIS/HER EYES

NO ONE IS PLAYING OR TALKING TO YOU AT RECESS. YOU HAVE ASKED MULTIPLE PEOPLE IF YOU CAN JOIN THEM, BUT THEY SAID NO. YOU ARE FEELING REALLY BAD ABOUT IT.

AT RECESS, SOMEONE KICKED YOU FROM BEHIND. YOU TURNED AROUND AND STARTED SHOUTING AND YOU BOTH GOT IN TROUBLE WITH THE TEACHER.

A NEW STUDENT STARTED AT YOUR SCHOOL THIS WEEK, AND HE IS HAVING TROUBLE FITTING IN. SOME OF YOUR FRIENDS HAVE BEEN LAUGHING BEHIND HIS BACK.

THE MEANEST KID AT SCHOOL THINKS IT'S FUN TO TEASE YOU EVERY CHANCE SHE GETS. YOU'RE AFRAID SHE'S GOING TO HURT YOU, AND YOU'RE STARTING TO HATE SCHOOL.

YOU HEAR THAT SOMEONE YOU THOUGHT WAS A FRIEND HAS BEEN SPREADING A CRUEL AND UNTRUE RUMOR ABOUT YOU.

YOU'RE INVITED TO A PARTY BUT YOUR FRIEND ISN'T. AT THE PARTY, SOME OF THE KIDS MAKE JOKES ABOUT YOUR FRIEND AND LAUGH AT HIM.

YOU REPORT BULLYING TO YOUR TEACHER, BUT THE TEACHER DOESN'T BELIEVE YOU.

EVERYONE IS AFRAID OF THREE MEAN KIDS AT YOUR SCHOOL. YOU'RE AFRAID, TOO. ONE DAY THEY ASK YOU TO HANG OUT WITH THEM

YOU HAVE BEEN GETTING EMAILS THAT SAY MEAN THINGS ABOUT A GIRL IN YOUR CLASS. TODAY YOU RECEIVED A MESSAGE THAT SAID YOU NEED TO SEND A MEAN EMAIL TO HER TOO, OR NO ONE WILL LIKE YOU. YOU DON'T KNOW WHO IS SENDING THE EMAILS.

Annex 7. Beginning Sentences for Cause-Effect Activity

YOU LIE TO YOUR PARENTS ABOUT BEING ILL.

YOU FINISHED YOUR HOMEWORK EARLIER YESTERDAY.

YOU LIE TO YOUR FRIENDS ABOUT BEING BUSSY TO GO OUT WITH SOMEONE ELSE.

YOUR FRIEND IS HAVING TROUBLE WITH HIS HOMEWORK AND YOU HELP HIM.

YOU WAKE UP LATE AND DECIDE TO SKIP THE FIRST CLASS.

YOUR SISTER IS BEING BULLIED AND YOU TRY TO HELP HER.

YOUR MOM IS FEELING SAD AND YOU DECIDE TO SPEND THE DAY WITH HER.

YOU START TREATING YOUR FRIENDS BADLY TO BE MORE POPULAR.

YOU DECIDE TO START HANGING OUT WITH THE NEW KID AT SCHOOL.

YOU MAKE FUN OF YOUR BEST FRIEND IN FRONT OF EVERYONE.

YOUR FRIEND IS FEELING LONELY AND YOU DECIDE TO PLAN A PARTY FOR HER.

YOU AND YOUR BROTHER ARE ALWAYS FIGHTING.

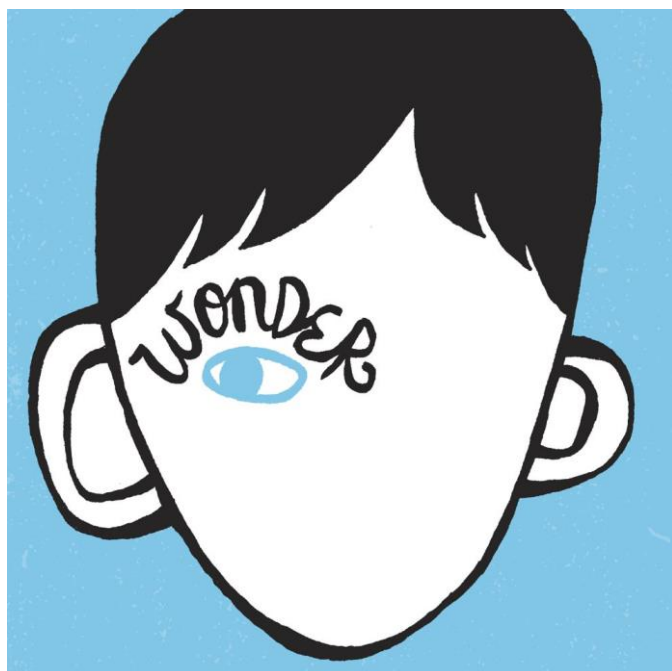
YOU WANT SOMETHING FROM A SHOP BUT DON'T HAVE MONEY, SO YOU STEAL IT.

YOUR FIRENDS ARE MAKING FUN OF SOMEONE AND YOU STOP THEM.

**YOU SEE THAT A GIRL IS ALONE AT SCHOOL AND YOU DECIDE TO KEEP HER
COMPANY.**

SOMEONE IS BEING MEAN TO YOU, SO YOU START CALLING HIM NAMES.

Annex 8. Cover for Book Review



Annex 9. Attitude assessment rubric

	4. Excellent	3. Good	2. Satisfactory	1. Poor
Attention:	The student is always attentive and shows interest.	The student is mostly attentive and shows interest when asked.	The student is attentive and shows interest most of the time, but sometimes is distracted.	The student does not pay attention and distracts the rest of students.
Respect:	The student always respects others and pays attention to their opinions.	The student respects others but is sometimes distracted when they share their opinions.	The student respects others but sometimes does not pay attention to their opinions when asked by the teacher.	The student does not respect others and interrupts them when they are talking.
Companionship :	The student is collaborative and always helps others.	The student is collaborative and helps others when asked to do so.	The student is collaborative and helps others but sometimes imposes his or her ideas.	The student is not collaborative and does not want to help other students.
Reflection :	The student does a really good job when reflecting on the topic and provides well-thought ideas.	The student is able to reflect on the topic but the ideas provided are not detailed.	The student is able to reflect on the topic and expresses his or her ideas when asked.	The student does not reflect on the topic and does not want to express any ideas.

Annex 10. Speaking assessment rubric

	4. Excellent	3. Good	2. Satisfactory	1. Poor
Participation:	The student participates frequently in class discussions.	The student participates occasionally in class discussions.	The student participates in class discussions when asked by the teacher.	The student does not want to participate in class discussions.
Fluency:	The student speaks with fluency and fluidity.	The student is quite fluent and speaks with fluidity.	The student requires some help to speak but is fluent for the most part.	The student is not fluent when speaking.
Pronunciation and intonation:	The student has excellent pronunciation and intonation when speaking.	The student has great pronunciation and intonation but makes a few mistakes.	The student makes some mistakes when pronouncing and intoning.	The student makes a lot of mistakes when pronouncing and intoning.
Grammar and vocabulary:	The student uses a varied vocabulary and does not make any grammar mistakes.	The student mostly uses a varied vocabulary and makes few grammar mistakes.	The student mostly uses a varied vocabulary but makes some grammar mistakes.	The student does not use a varied vocabulary and makes a lot of grammar mistakes.
Clarity :	The student is organised when talking and expresses the message in a very clear way.	The student is mostly organised when talking and expresses the message in a clear way.	The student is somewhat organised when talking and expresses the message clearly	The student is not organised when talking and does not express the message in a clear way.

Annex 11. Reading comprehension assessment rubric

	4. Excellent	3. Good	2. Satisfactory	1. Poor
Comprehension:	The student uses self-help strategies (looks up words, re-reads, etc.) to understand what is being read.	The student occasional assistance from the teacher to understand what is being read.	The student requires frequent assistance from the teacher to understand what is being read.	The student does not make any attempt to understand what is being read.
Infering:	The student makes valid predictions based on information from the text.	The student makes predictions, though some are based on flawed understanding.	The student makes only guesses which are not based on the understanding of information.	The student is not able to make any predictions.
Synthesis:	The student can summarise most of the text when asked.	The student can summarise the most important aspects from the text.	The student can summarise some aspects from the text.	The student cannot summarise the text at all.
Questioning:	The student can answer all the questions about the text without help.	The student answers the questions with help from the classmates.	The student seeks help from the teacher to answer the questions.	The student is not able to answer the questions and does not ask for help.

Annex 12. Writing production assessment rubric

	4. Excellent	3. Good	2. Satisfactory	1. Poor
Content:	The student stays on topic and presents a variety of ideas with details. The text is interesting and original.	The students stays on topic and most of the ideas are supported with details. The text is mostly original.	The student presents few ideas for the topic and they are not supported. The text is somewhat original.	The writing is not complete and the student does not stay on topic. The text is not original enough.
Clarity and cohesion:	Paragraphs and ideas are very well organised. The student uses connectors. The writing makes sense and the ideas presented are very clear.	Paragraphs and ideas are organised. The writing makes sense but some ideas are not clear enough.	Paragraphs and ideas are more or less organised. The writing makes sense but the ideas are not clear enough.	Paragraphs and ideas are not organised. Writing makes no sense and the ideas are not clear.
Punctuation:	The student makes no mistakes. Everything is checked correctly.	The student makes few mistakes that are probably caused by lack of checking.	There are some mistakes in the punctuation but they do not affect the understanding.	There are a lot of mistakes in the punctuation.
Grammar:	There are no grammatical errors. Grammar conventions are used appropriately.	There are few grammatical errors that do not affect the understanding of the text.	There are a some grammatical errors but the sentences can be understood correctly.	There are a lot of grammatical errors and the sentences don't make sense.
Spelling:	There are no spelling mistakes in the text.	There are few mistakes in the text but they are not important.	There are a some spelling mistakes.	There are a lot of spelling mistakes.